

## IEP (Individual Effectiveness Plan) for Parent Leaders in Advisory Positions

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**Goal #1: I will accurately determine my role and purpose as an advisory committee representative.**

**Benchmarks:** Understands the reason for being selected or appointed, and the perspective to be represented (a particular disability category, an age group, or other demographic). Requests a job description. Clarifies expectations and anticipated outcomes. Requests and reads past meeting minutes and annual reports.

**Progress**

**Date:** \_\_\_\_\_

- Needs Improvement
- Making Good progress
- Goal Met

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- Needs Improvement
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**Goal #2: I will consider my ability to fully participate before I make a commitment.**

**Benchmarks:** Asks for sufficient information up front to make an informed decision about opportunities. Identifies and accesses the supports needed to participate. Does not feel compelled to give immediate decisions to requests for help. Chooses to say “no”, rather than to say “yes” and then not follow through. When a commitment has been made, follows it through to satisfactory completion.

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**Goal #3: In advisory committee work, I will shift my perspective from focusing on immediate solutions for individual children, to long-range, big-picture systems change for all children and families affected by the service delivery system.**

**Benchmarks:** Becomes informed about how the system operates as a whole, including information on funding, legal requirements, and the availability of qualified personnel.

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**Goal #4: I will act in a responsible manner in my work as a parent-leader.**

**Benchmarks:** Keeps commitments. Misses meetings only for real emergencies. Has a back-up plan, e.g., shares a position with another parent, sends an approved alternate, etc. Arrives on time. Comes prepared to contribute. Treats all committee members with respect. Upholds the confidentiality of information shared by or about families or professionals. Does not use information gathered in meetings to discredit others.

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**Goal #5: I will become and stay informed about important issues.**

**Benchmarks:** Signs up for newsletters; joins listservs and action-alert networks; requests literature; attends workshops, conferences and in-service training opportunities.

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**Goal #6: I will move beyond my individual, personal situation and think and act as an advocate for other children and families.**

**Benchmarks:** Connects with other families in the community— including those whose children have different disabilities—and listens to their stories. Identifies shared and unique concerns, challenges, and successes. Is aware of and gives consideration to the diverse needs of families. Through input and feedback, helps the committee keep family-centered principles and a family-friendly approach central to their work. Encourages other parents to participate.

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**Goal #7: I will identify and be confident in my individual value to the group.**

**Benchmarks:** Identifies areas of strength through self-assessment, input from family and friends, and examples of past successes. Discovers ways to contribute based on unique, individual abilities. Receives feedback about effectiveness from other respected committee members.

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**Goal #8: I will show respect for differing opinions, preferences, and perspectives.**

**Benchmarks:** Resists the urge to rush to judgment or make snap decisions about people or positions based on limited information. Hears people out. Is open to seeing the other’s point of view. Asks clarifying questions rather than making defensive statements in response.

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**Goal #9: I will be willing to negotiate workable solutions when able to do so without compromising my principles.**

**Benchmarks:** When facing opposing positions, looks for common interests and creative ways to meet them. Keeps focus on the issues, rather than personalities. Chooses battles carefully, saving time and energy for the highest priority concerns. Whenever possible uses data to support decisions.

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**Goal #10: I will develop positive working partnerships with parents of children with disabilities and professionals who have shared goals and interests.**

**Benchmarks:** Values and recognizes the contributions of others. Models expected behaviors. Works to earn respect and trust. Affirms the work of others. Celebrates successes.

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